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ABSTRACT

This book addresses issues in the inclusion of students with dyslexia in programs of higher education in the United Kingdom. Chapter 1 examines debates around assessing students with dyslexia and urges a "modular" approach. Chapter 2 looks at assessment of areas of impairment traditionally considered to be dyslexic. Chapter 3 considers difficulties endemic in the assessment of writing skills, often seen as the most problematic and most important in achieving academic success. Chapter 4 addresses the assessment of numeracy, including the label "dyscalculia" and the relationship between impairments in literacy and numeracy. The following chapter reports on recent empirical research findings on the emotional adjustment of students with dyslexia, stressing the links between emotion and cognition. Chapter 6 looks at the perceptions of university students with dyslexia of their assessment experiences, noting that for many the assessment of dyslexia allows self-understanding and access to support. Chapter 7 looks at the assessment requirements of higher education courses and the varying skills and abilities required. The next chapter discusses support by academic staff and disciplinary differences. The ninth chapter contains material from interviews carried out with support staff at one university. The final chapter offers recommendations for the development of good practice. (Contains approximately 160 references.) (DB)

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